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ABSTRACT

Teaching practices that have been correlated by research with positive student achievement are grouped under five major teaching functions in the Teacher Performance Appraisal Instrument (TPAI). These include: (1) management of instructional time; (2) management of student behavior; (3) instructional presentation; (4) instructional monitoring of student performance; and (5) instructional feedback. The last three functions identified by the TPAI are components of the role of a teacher: (1) facilitating instruction; (2) communicating within the educational environment; and (3) performing non-instructional duties. This booklet outlines performance standards for effective teaching within the framework of these teaching functions and offers detailed guidelines for the evaluation process based on the TPAI. Guidelines are also offered for a professional development plan for inservice teachers. Forms used in the teacher performance appraisal system are appended. (JD)

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# Teacher Performance Appraisal System

## THE STANDARDS AND PROCESS FOR USE

North Carolina
Department of Public Instruction
Division of Personnel Relations
Personnel Services Area
Raleigh

Spring 1986

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## PREFACE

The implementation of a performance-based appraisal system includes a number of prerequisites. These are:

- A set of behaviors that relate to the job and that can be defended as being both reasonable and achievable.
- A thorough understanding of these behaviors, both by the person being evaluated and by the evaluator.
- The ability on the part of an evaluator to recognize these behaviors on-the-job, and to rate appropriately their relative accomplishment.
- An assurance that evaluators will be reliable in their judgments.
- A process that is both equitable and fair and that is standardized across all schools and school systems.
- A system of support to assist the person who has need to improve in particular performance areas.

This booklet is designed to give the reader an overview of the North Carolina Teacher Performance Appraisal System (TPAS) and to provide details about these performance standards and procedures for implementation.

## BACKGROUND

Section 35 of the Appropriations Act of the 1979 General Assembly states: "The State Board of Education, in consultation with local boards of education, shall develop uniform performance standards and criteria to be used in evaluating professional public school employees. It shall develop rules and regulations to insure the use of these standards and criteria in the employee evaluation process. The performance standards and criteria shall be adopted by the Board by July 1, 1981, and may be modified in the discretion of the Board."

"Local boards of education shall adopt rules and regulations by July 1, 1981, to provide for annual evaluation of all professional employees defined as teachers by G. S. 115-142 (a) (9). Local boards may also adopt rules and regulations requiring annual evaluation of other school employees not specifically covered in this section. All such rules and regulations adopted by local boards shall utilize performance standards and criteria applied by the State Board of Education pursuant to the first paragraph of this section; however, the standards and criteria used by local boards are not to be limited to those adopted by the State Board of Education."

Section 35, Appropriations Act
1979 General Assembly
Second Session, 1980

Following enactment of this legislation, the North Carolina Department of Public Instruction and the State Board of Education instituted a formal study to identify the particular teaching practices for which teachers reasonably could be held accountable. These were identified through consensus from almost 6,000 educators state-wide.

Subsequent legislation amended the original act and allowed a one year pilot field-test during the 1981-82 school year. In particular, this legislation stated:

"Sec. 29.12. G. S. 115C-326 as it appears in Chapter 423 of the 1981 Session Laws is amended by deleting the year "1981" wherever it appears and by substituting in lieu thereof the year "1982".

By allowing for the delay in implementation of this section, the General Assembly intends to allow time for testing the standards and criteria in up to 24 local school administrative units and for proper and necessary training of personnel involved in the implementation. It is also the legislative intent that standards and criteria utilized in the initial programs include the use of test scores as one of many possible measures of performance."

Special Provision of the Appropriations
Act, 1981 General Assembly

"Sec. 41. Effective July 1, 1981, Section 29.12 of Chapter 859 of the 1981 Session Laws is amended by inserting after the words "test scores" after the words "of teachers"."

Special Provision of the Appropriation Act, 1981 General Assembly
October 10, 1981

In response to these changes in the law, the State Board of Education, in June 1981, made the following recommendations:

"1. The performance appraisal system shall be implemented on a pilot field-test basis during the 1981-82 school year in twenty-four local school systems selected from a list of local systems desiring to participate in the field-test.

2. Adopt for pilot field-testing the performance appraisal system which consists of the procedures manual, job descriptions for teachers and principals, performance appraisal instruments for teachers and principals, and the training program.

3. Authorize the recommended follow-up, standardization, and validation studies that need to be conducted by personnel in the Department of Public Instruction."

Adopted by State Board of Education
June, 1981

During 1981-82 and 1982-83, staff of the Department of Public Instruction developed and implemented a series of three-day training sessions, not only for those in the twenty-four pilots, but for staff in every North Carolina school unit. Also during that period, several research studies were completed to determine the validity of the standards and the reliability of the process. Results of these studies revealed that the instrument for teachers:

- Did cover the main features of the job.
- Had high acceptance for both content and procedures.
- Had high reliability (internal consistency-alpha = .95; appraise-reappraise .87).
- Inter-rater reliability was not high (.51).
- Items varied in weight relative to the type of teaching assignment.

William C. Inman. Summary of Research Results. 1981-82 Performance Appraisals, SDPI, Raleigh, 1982

Based on pilot field-test results, the appraisal instrument was revised to contain 33 standards and was implemented statewide, July, 1982.

During the time that these performance standards were being developed and field-tested, several other forces were beginning to influence the performance appraisal concept. First, within North Carolina, the main features of the Quality Assurance Program (QAP) were beginning to emerge. Originating in 1978 as a result of action by the State Board of Education and the Board of Governors of the UNC system, one of the QAP features required that institutions of higher education must assure the State Board that their education graduates possessed a set of minimal competencies and skills before they could be certified. Second, at the national level, the results of various studies of teaching and learning conducted in the 70's and early 80's began to appear in print providing information about what research found about specific teaching practices as they related to student achievement. Third, in North Carolina and nationwide there was a merging of concerns about student achievement, teacher quality, teacher training and for linking teachers' pay and career advancement to a teacher's relative ability to perform effectively.

Regarding the performance appraisal system, it quickly became obvious that whatever practices the teacher was being held accountable for, these practices should have been proved to be effective by research, that the teacher should have been trained in these practices, and subsequently should be evaluated in terms of how well the teacher performed these practices on the job. To assure that such was the case in North Carolina, the State Department of Public Instruction in 1983 instituted a search of the literature and has identified the practices now contained in the Teacher Performance Appraisal Instrument (TPAI).

In the preview of the research to identify Effective Teaching practices, several guidelines were followed:

- Was the practice generic across grade levels and subject areas?
- Was the practice identified in more than one study?
- Was the practice alterable? (could the teacher change?)

Based on this review, twenty-eight practices have been identified that relate directly to classroom teaching under five major teaching functions. These are:

- Management of Instructional Time
  (4 practices)
- Management of Student Behavior
  (5 practices)
- Instructional Presentation
  (11 practices)
- Instructional Monitoring of Student Performance
  (4 practices)
- Instructional Feedback
  (4 practices)

An additional ten practices which are job related but not necessarily part of day-by-day instruction have been identified and grouped under three functions:

- Facilitating Instruction
  (5 practices)

- Communicating Within The Educational Environment
  (2 practices)

- Performing Non-Instructional Duties
  (3 practices)

These thirty-eight practices, grouped under eight functions, make up the Teacher Performance Appraisal Instrument (Appendix A). These were piloted in 40 local school units during 1984-85 and 1985-86. Based on the results of this pilot, the State Board of Education established the policy that:

"Beginning July 1, 1987, all local education agencies will be required to use the new research-based criteria, procedures, and processes for teacher evaluation."

"The new research-based performance appraisal system procedures, criteria, and processes may be used by any local board that chooses to do so during the 1986-87 school year. If a local board chooses, it may continue with the old system and criteria for the 1986-87 school year."

Policy adopted by the State Board of Education, May, 1986

To assist local school units in implementing this policy, the Department of Public Instruction has developed and is implementing statewide a series of interrelated workshops to train "trainers" in:

- Effective Teaching Training (ETT) for teachers, evaluators and other staff (30 hours).

- Teacher Performance Appraisal Training (TPAT) for evaluators and interested other staff (24 hours).

- Professional Development Plans (PDP) for those who assist staff with professional growth needs (6 hours).

- Mentor/Support Team Training (M/STT) for those who assist beginning or initially certified staff (30 hours).

The Department of Public Instruction's Division(s) of Personnel Relations, Staff Development, and Program Approval will assist local school units in planning for and implementing the new performance appraisal systems. Inquiries should be directed to:

For Effective Teaching Training--David Holdzkom, Director, Personnel Relations

For Teacher Performance Appraisal Training--David Holdzkom, Director, Personnel Relations

For Professional Development Plan--Lee Grier, Director, Staff Development

For Mentor/Support Team Training--Ione Perry, Assistant Director, Program Approval

## THE EFFECTIVE TEACHING PRACTICES

The teaching practices that have been correlated by research with positive student achievement are grouped under five major teaching functions in the Teacher Performance Appraisal Instrument (TPAI). Listed here, these practices include:

I. Management of Instructional Time

1.1 Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.

1.2 Teacher gets the class started quickly.

1.3 Teacher gets students on task quickly at the beginning of each lesson or instructional activity.

1.4 Teacher maintains a high level of student time-on-task.

Related research supports the view that time is a resource that must be planned and managed wisely and that there is a relationship between management of instructional time and student achievement. Also, there are specific teaching habits or skills that can maximize the amount of learning time:

- Be ready. Having materials, supplies, and equipment ready reduces the opportunity for inappropriate or disruptive behavior. On-task behavior of students is related to the teacher's organization and preparedness.

- Get students' attention and start class promptly. Get the class started quickly. Routines can be established to begin class so that students know what is expected.

- Get students on-task. A number of teacher behaviors are effective in getting students on-task and include: focusing students' attention, providing activities appropriate to the lesson and the learner, structuring, "signaling" to get students' attention, and giving goal-directed prompts.

- Maintain time-on task. There is a strong relationship between maintaining a high level of productive work time and higher achievement. Student involvement is exhibited by responding, reading, listening, writing, participating in group work, and attending to appropriate activities. Lack of involvement is exhibited by daydreaming, wandering around the room, involvement in irrelevant tasks, and other inappropriate behavior. A large part of the teacher's job is to maintain students' involvement in the desired learning activity. "Busy work" to fill time is not productive and tends to be negatively related to student achievement.

II. Management of Student Behavior

2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.

2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities: whole-class instruction, small-group instruction, etc.

2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.

2.4 Teacher frequently monitors the behavior of all students during whole-class, small-group, and seat-work activities, and during transitions between instructional activities.

2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

In order to provide structure for the management of student behavior, the teacher must immediately establish and teach a set of rules and procedures that specify appropriate student behavior.

A significant relationship exists between the use of efficient procedures for handling routine management and lower rates of disruptive behavior, and higher rates of on-task behavior. The set of rules and procedures should be comprehensive enough to include directions for routine management of distributing and collecting materials, responding during class instruction, coming to the teacher for assistance, and various types of student talk and movement. The teacher must inform the class of expectations of appropriate behavior in explicit terms so that simple verbal or non-verbal cues can restore order.

Frequent monitoring (surveying the class visually) helps the teacher to stop inappropriate or disruptive behavior quickly and consistently and to reward on-task behavior. Frequent monitoring has a positive effect on encouraging expected behavior, increasing time-on-task, and decreasing the incidence of disruptive behavior. The teacher's "sixth sense"--the knowledge of all that is occuring in the class--has been termed "withitness". This "withitness" distinguishes effective teachers from ineffective teachers and is associated with achievement gain in basic skills areas. Of course, effective teachers sometimes elect to ignore inappropriate behavior, especially when the inappropriate behavior is of little consequence and is short-term.

III. Instructional Presentation

3.1 Teacher begins lesson or instructional activity with a review of previous material.

3.2 Teacher introduces the lesson or instructional activity and specifies learning objectives, when appropriate.

3.3 Teacher speaks fluently and precisely.

3.4 Teacher presents the lesson or instructional activity using concepts and language understandable to the students.

3.5 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.

3.6 Teacher assigns tasks that students handle with a high rate of success.

3.7 Teacher asks appropriate levels of questions that students handle with a high rate of success.

3.8 Teacher conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding, but avoiding unnecessary slowdowns.

3.9 Teacher makes transitions between lessons and between instructional activities within lessons efficiently and smoothly.

3.10 Teacher makes sure that the assignment is clear.

3.11 Teacher summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

Although each teacher, over time, develops a unique teaching style, the research reveals that whatever the style:

- At the beginning of a lesson or instructional activity, the effective teacher restates the main points of the previous lesson or, through questioning, leads students to restate these points.

- At the beginning of a lesson or instructional activity, the effective teacher clearly and concisely states the next topic or task. The teacher may also cite the purpose or goal(s) of the lesson or activity, provide an overview of the content, or present a specific order or pattern that the lesson or activity will follow.

- The effective teacher speaks smoothly and does not use vague words or phrases.

- The effective teacher designs and delivers lessons and instructional activities using concepts, vocabulary, and sentence structure that match the students' cognitive level.

- The effective teacher routinely uses relevant and accurate examples and/or demonstrations to clarify and illustrate concepts and skills.

- All, or almost all, of the students are able to successfully complete instructional tasks assigned (for individual and group work) and can correctly answer questions asked by the teacher.

- The effective teacher asks both factual level questions and higher cognitive level questions. Students are able to answer successfully all, or almost all (at least 80%), of the questions asked of them by the teacher.

- In the classroom of the effective teacher, the lesson proceeds at a fast rate that maintains student interest, is devoid of unnecessary slowdowns and is adjusted to students' ability levels.

- The effective teacher indicates to the students that they are to shift from one lesson or activity to another by moving physically or simply by changing the focus of their attention, sometimes by giving them the current status of the lesson or activity and its future direction. The emphasis is on the efficiency (absence of wasted effort) and smoothness (lack of halts) of these in-between times so that student on-task behavior remains at a high level.

- The effective teacher explains the nature of, and procedures for, both in-class and out-of-class individual or group work clearly, and then checks to make sure that the students understand.

- At the end of a lesson or instructional activity, the effective teacher, with or without invoking student participation, provides a summary of the significant learning points presented or practiced in the lesson or activity.

IV. Instructional Monitoring of Student Performance

4.1 Teacher maintains clear, firm, and reasonable work standards and due dates.

4.2 Teacher circulates during classwork to check all students' performance.

4.3 Teacher routinely uses oral, written, and other work products to check student progress.

4.4 Teacher poses questions clearly and one at a time.

Monitoring refers to those activities teachers use to collect information about what students know before instruction, determine how students progress through the course of instruction, and determine how well they are performing. Observing and questioning are important skills that the teacher uses to monitor the academic progress of students. Instructional monitoring results in higher rates of on-task behavior and engaged time, and lower rates of disruptive behavior.

Monitoring student achievement is also a way to communicate concern by giving encouragement to students, asking about progress, showing interest in their work on an equitable basis, and reminding students of their responsibilities. A technique often used by effective teachers is circulating systematically around the room observing/helping students. This is done for all students, not just those who indicate they need help. Other monitoring techniques include requiring students to demonstrate particular skills, using patterned turns, and questioning strategies both to assess knowledge and to consolidate it.

V. Instructional Feedback

5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.

5.2 Teacher regularly provides prompt feedback on assigned out-of-class work.

5.3 Teacher affirms a correct oral response appropriately, and moves on.

5.4 Teacher provides sustaining feedback after an incorrect response, or no response, by probing, repeating the question, giving a clue, or allowing more time.

Instructional feedback lets students know if their answers are right or wrong, complete or insufficient. Considerations about feedback include:

- Feedback should be prompt and regular, whether the work was performed in class or at home.
- Positively stated feedback has more impact on student achievement than feedback that is stated negatively.
- It is generally preferable to stay with a student who answers incorrectly, helping the student arrive at the correct answer. Sustaining feedback is preferable to calling on another student to give the correct answer, or having the teacher give the answer.
- Feedback is also useful in helping another person consider changing behavior patterns.
- Feedback should describe desired behavior (expectation) rather than judging the person or characterizing the response or performance.

If the student's response is correct, the teacher can provide a simple affirmation of that correctness and move on, thus maintaining classroom momentum. Extended feedback, in which the teacher expounds on a correct answer, should be avoided unless that answer was given at a level more sophisticated than the general ability level of the class.

If the student's response is incorrect, the teacher needs to provide sustaining feedback that helps the student by restating the question, offering a clue, providing more response time, probing to get at the right answer, providing process feedback that helps the student by giving steps to the correct answer and, by avoiding terminal feedback in which the teacher supplies the correct answer or moves on to another student.

The twenty-eight practices listed under these five functions are those which the research relates to effective teaching. It is these twenty-eight practices which must be "at standard" in order for an initially certified teacher to be recommended for continuing certification.

## TEACHING-RELATED FUNCTIONS

The first five functions of the Teacher Performance Appraisal Instrument relate to ways that teachers directly instruct their students. The last three functions relate less directly to instruction, but are essential components of the role of a teacher. These include Facilitating Instruction, Communicating Within The Educational Environment, and Performing Non-Instructional Duties. In some cases, the practices will frequently not be directly observable in classrooms. The evaluator will use other procedures to collect evaluative information, but should not overlook the possibility that even these practices may be seen in classrooms.

### VI. Facilitating Instruction

6.1 Teacher has an instructional plan which is compatible with the school and systemwide curricular goals.

6.2 Teacher uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks.

6.3 Teacher maintains accurate records to document student performance.

6.4 Teacher has instructional plan that matches/aligns objectives, learning strategies, assessment, and student needs at the appropriate level of difficulty.

6.5 Teacher uses available human and material resources to support the instructional program.

The practices under this function articulate the teacher's need to have a plan for instruction in his/her classes that helps to implement the school and system-wide curriculum. Although every teacher knows what he/she hopes to accomplish, usually these goals will have to be written so others can assess the degree of alignment.

Whatever these goals, the teacher should have feed-back mechanisms so that activities and strategies can be revised if these goals are not being met. For this, diagnostic information and records must be available to check progress. Because abilities and learning styles of children differ, these plans should reflect the varying ways that activities are designed and implemented to accommodate each child, including the available human and material resources available from colleagues or in the community.

### VII. Communicating Within The Educational Environment

7.1 Teacher treats all students in a fair and equitable manner.

7.2 Teacher interacts effectively with students, co-workers, parents, and community.

The intent of these two practices is clear: that the teacher provides for the educational needs of each child fairly and equitably, and is able to interact with all members of the educational community in such a way as to be an effective participant in the total education program.

VIII. Performing Non-Instructional Duties

8.1 Teacher carries out non-instructional duties as assigned and/or as need is perceived.

8.2 Teacher adheres to established laws, policies, rules, and regulations.

8.3 Teacher follows a plan for professional development and demonstrates evidence of growth.

These practices relate to reasonable expectations for performance from responsible members of the profession. Professionals understand the need for and accept duties outside of the classroom to assure an orderly, safe, clean, and rich learning environment. Maintaining this environment in the school is a task for which all adults in the school are responsible. Also, the teacher understands the need for standard procedures and accepts and enforces policies, rules, and regulations as part of the job. As a professional, the teacher keeps up-to-date and initiates professional growth activities that are appropriate for him/her.

## THE RATING SCALE AND DEFINITIONS

The six-point rating scale and definitions adopted by the State Board of Education for assessing the eight functions of the TPAT are as follows:

6. Superior

Performance within this function area is consistently outstanding. Teaching practices are demonstrated at the highest level of performance. Teacher continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

5. Well Above Standard

Performance within this function area is frequently outstanding. Some teaching practices are demonstrated at the highest level while others are at a consistently high level. Teacher frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.

4. Above Standard

Performance within this function area is frequently high. Some teaching practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. Teacher sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.

3. At Standard

Performance within this function area is consistently adequate/-acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Teacher maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2. Below Standard

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

1. Unsatisfactory

Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Teacher requires close and frequent supervision in the performance of all responsibilities.

Evaluators use these descriptors and rating levels to assess the performance of the teacher on the eight functions, not on individual practices. A clear understanding of the practices, functions, and these definitions, along with a consistent application, will lead to valid and reliable performance appraisal.

## EVALUATORS

By legislation and policy, evaluation of teachers is the responsibility of the building principal or his/her designee, as approved by the local superintendent. It is important to distinguish, however, between observation and evaluation. The validity of the TPAI rests on multiple observations of any teacher's performance. Observers do not complete a TPAI form at the conclusion of each observation. Rather, they use a Formative Observation Data Instrument (FODI) and Formative Observation Data Analysis (FODA), through which teachers receive post-observation feedback. These forms are then given to the principal for his/her use in completing the summative performance evaluation.

All persons who use the TPAI to evaluate staff must have successfully completed the twenty-four hours of Teacher Performance Appraisal Training.

The Department of Public Instruction is conducting field studies to determine the inter-rater reliability of evaluators in the 16 Career Ladder pilot systems and is instituting procedures to cause acceptable agreement.

## GUIDELINES FOR THE EVALUATION PROCESS

Along with the new teacher performance appraisal instrument is a new process for annual evaluation.

Under the guidelines of the Quality Assurance Program, as set forth in the N. C. Administrative Code (Appendix B), for those new teachers who possess the two-year, non-renewable, initial certificate, each local board of education must establish procedures to provide mentors or support teams, and provide for conducting a minimum of three (3) observations during each year for every teacher holding the initial certificate. To upgrade the initial certificate to the five-year, renewable continuing certificate, the person must be "at standard" or better on each of the first 5 functions.

For persons who have attained "career status" in the system (usually commencing with the 4th year of employment) the person must be observed a minimum of 3 times per year and receive a rating of "at standard" or better on all 8 functions.

Guidelines for observers of initially certified teachers include the following:

1. All observations should be conducted by persons who have been trained in the use of the observation/evaluation instrument.

2. Each teacher should be observed on at least three (3) occasions during each school year.

*3. For initially certified teachers, when a support team is used, at least one complete team observation, collectively and/or individually, of each teacher should be made during each of the following three (3) time periods:
   A. Before October 30
   B. Between October 30 - January 15
   C. After January 15

4. At least one of the observation visits should be announced and discussed with the teacher who will be observed and at least one of the visits should be unannounced.

5. Classroom observations should begin immediately after the bell rings for instruction to begin or precisely at the time scheduled for the lesson to begin.

6. If a significant interruption occurs during the observation, the observation should be stopped. The reason for discontinuing the observation should be noted on the form and the teacher should be revisited during the next two weeks. Observations should be conducted on different days of the week until more than five (5) observations have been conducted covering each day of the week school is in session. Each observation should be conducted during different hours of the day until the number of observations exceeds the available periods of instruction, unless there is need to observe the same subject/class more than one time.

7. Each classroom observation should last for at least 50 minutes (or an entire class period). The observer should remain in the classroom until the end of the instructional period or activity.

8. The observer should sit in the classroom where students and teachers can be seen and heard easily. The observer's attention should be focused on what the teacher and students are doing.

9. The observer should not expect to observe all of the teaching practices during any particular observation, but should note all of those which are observed. Multiple observations will be required to observe all practices, even in effective teachers' classrooms.

10. The field-notes should describe exactly what was seen and heard and should relate to the practices contained in the instrument. Notes may also record incorrectly taught content and/or poor practice not on the instrument. These may then be addressed in the professional development plan.

11. Field notes should record all practices that occur frequently or infrequently and should actually reflect how effectively the teacher engages in the practices.

12. As soon as possible after the classroom observation has been completed, the observer should use the field-notes to complete the Formative Observation Data Analysis. This should be used to relate observations to the teacher later, and filed in the principal's working file maintained on each teacher. A post-observation conference must be conducted after each observation.

*13. For formative observation of initially certified teachers, the support team members should come to collective agreement regarding teacher strengths and areas for development prior to the design of a professional development plan with the teacher.

*14. For summative observation of the initially certified teachers, the support team members should come to collective agreements in rating of the teacher performance on each of the five teaching functions, using the scale on the instrument. One instrument is then completed, representing the consensus of the team.

*15. For the initially certified teacher, the ratings should be based upon the support team's agreement regarding the teacher's performance at the time of that rating.

*16. Within five working days of the time the observations are completed, the team or team representatives should meet with the initially certified teacher to discuss observations and recommendations.

17. Copies of the observations/recommendations and the professional development plan should be included in each teacher's file maintained in the principal's office and the portfolio in the superintendent's/-designee's office.

* These apply primarily to initially certified personnel.

18. Each page of the observation/assessment instrument(s) should be initialed by the observer using the instrument(s).

The Formative Observation Data Instrument (FODI) contains the raw data transcribed during the observation. This data is analyzed and a summary analysis is written on the Formative Observation Data Analysis (FODA) form. The principal or designee utilizes these data when completing the TPAI for the annual summative evaluation.

## OBSERVATIONS AND CONFERENCES

The evaluation schedule specifies that there will be three observations each year, of which at least one must be announced and one must be unannounced.

Announced observations should be preceded by a pre-observation conference. A pre-observation conference is a meeting between an evaluator and evaluatee prior to observation of an evaluatee's performance. It is a time when the two parties can review, share, and clarify information, and finalize arrangements prior to the formal observation. The pre-observation conference should take place within one to four days of the observation. For maximum effectiveness, these two activities should be scheduled as close to each other as possible.

The length and detail of a pre-observation conference will vary. An adequate amount of time should be allotted to cover the points mentioned above. It is also advisable to conduct the pre-observation conference in the teacher's own classroom where reference can be made to the working environment.

Observations, either announced or unannounced, can either be formal or informal. The formal observation is a structured on-the-job observation to gather information related to the performance of the evaluatee. Furthermore, it is considered one of the most important aspects of performance appraisal for it is in this observation that objective data are gathered and recorded for use in the post-observation and summative evaluation conference.

It is essential that the information be collected and recorded in an objective manner. To help the observer in recording relevant data, a Formative Observation Data Instrument (FODI) is used. The key activity of an observer in conducting a formal observation is to record relevant data that can be used in discussing performance in the post-observation and summative appraisal conferences.

Although the time and length of a formal observation will vary, it is recommended that the observer attend the entire lesson or entire class period, as appropriate. The time of the year for formal observations will be determined by locally established schedules for observing and for completing performance appraisals of employees, and the number of employees supervised by the observer.

The recommended frequency for conducting the formal observation will vary between school systems and within schools. Some employees may want or need additional formal observations to collect additional information or provide additional help.

An informal observation of an evaluatee is an unannounced observation to gain general awareness and feedback of an evaluatee's performance in his/her job duties and responsibilities. Aspects that might be considered are: participation in staff meetings, observing work schedules, support or non-instructional activities, and other indicators on the TPAI.

Every formal observation must be followed by a post-observation conference conducted within one to four working days of the formal observation. This conference provides an opportunity for the evaluator and evaluatee to clarify, correct, and share information regarding the formal job observation.

It is a time for open discussion about the job performance of the evaluatee and should result in the identification of his/her performance strengths, weaknesses, and areas that need improvement.

Results of formal observations, as recorded on the FODI, are analyzed and summarized on the Formative Observation Data Analysis form (FODA). FODAs and data gained informally are utilized for the purpose of rating each of the eight functions of the TPAI in preparation for the summative appraisal conference.

The summative performance appraisal conference is conducted annually with each employee. The purpose of this conference is to review, discuss, and summarize the year's performance of the evaluatee as recorded on the TPAI. In conducting the summative conference, the evaluator will want to take into consideration and use the results of the formal and informal observations and conferences conducted during the school year and the completed performance appraisal instrument.

All of the data collected throughout the observation cycle, along with other information pertinent to job performance, should be readily available and used in conducting the summative appraisal conference. It is desirable that the evaluator spend time in planning the conference to assure the availability of information and organization of thoughts and pertinent points for review during the conference.

The amount of time allotted to the summative conference will vary. It is reasonable to allow about one hour for the summative conference. This would allow time for an open discussion regarding the year's performance.

For these conferences, the schedule will need to take into account local conditions and rules and regulations related to probationary and career teachers, and decisions regarding continued employment. The TPAI should contain any pertinent statements by either evaluator or evaluatee and should be signed by both parties.

## PROFESSIONAL DEVELOPMENT PLAN

The North Carolina State Board of Education, effective July 1, 1985, approved a process requiring local school administrative units in the state to develop and maintain a Professional Development Plan (PDP) for each certified person.

This action is based on the following beliefs:

° That those involved in the profession of education must continue to learn and acquire better skills in order to keep current and informed in this time of rapidly expanding new knowledge.

° That every educator has room for improvement. Every educator has much to learn about his/her area of instruction, supervision, or administration.

° That an on-going systematic program for professional development will improve the quality of education in North Carolina.

° That all educators who participate in planned professional growth will find themselves being more effective.

### GUIDELINES FOR DEVELOPMENT:

Professional Development Plans:

1. Should be based on a positive model for improvement as often as possible, as opposed to deficit models.

2. Should be based on the assessed needs of the individual, the school, or the local unit.

3. Should include rewards, reinforcement, motivation and leadership values that support professional development.

4. Should be developed collaboratively.

5. Should be directed at changing teacher behavior rather than student behavior.

6. Should provide linking mechanisms between training and actual job situations.

7. Should include both formative and summative evaluation mechanisms.

8. Should have a strategic component that is continually updated to accommodate change at various decision points.

9. Should emphasize individualized programs where possible.

10. Should be developed
    a. to encourage growth in on-the-job performance and
    b. to gain or refine skills.

11. Should be reviewed periodically and revised as necessary.

12. Should include:
    a. at least one long range goal,
    b. strategies for achieving the goal,
    c. target dates,
    d. resource requirements, and
    e. assessment strategies.

This requirement is currently in effect for those teachers who have an initial certificate and for those who commence a new five-year renewal cycle after July 1, 1985.

Directions and sample PDP's may be found in Appendix C.

APPENDICES

TEACHER PERFORMANCE APPRAISAL SYSTEM

1/85

INSTRUCTIONS

1. Based on the evidence from observation and discussion, the evaluator is to rate the teacher's performance with respect to the 8 major functions of teaching listed below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The teacher is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the teacher must discuss the results of the appraisal and any recommended action pertinent to it.
5. The teacher and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the teacher's personnel folder.
7. The rating scale will be as follows:

Level of Performance

6. Superior

Performance within this function area is consistently outstanding. Teaching practices are demonstrated at the highest level of performance. Teacher continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

5. Well Above Standard

Performance within this function area is frequently outstanding. Some teaching practices are demonstrated at the highest level while others are at a consistently high level. Teacher frequently seeks to expand scope of competencies and often additional, appropriate responsibilities.

4. Above Standard

Performance within this function area is frequently high. Some teaching practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. Teacher sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.

3. At Standard

Performance within this function area is consistently adequate/acceptable. Teaching practices fully meet all performance expectations at an acceptable level. Teacher maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2. Below Standard

Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Teacher requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

Unsatisfactory

Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Teacher requires close and frequent supervision in the performance of all responsibilities.

Rating Scale
(Please Check)

| Superior | Well Above Standard | Above Standard | At Standard | Below Standard | Unsatisfactory |
|---|---|---|---|---|---|

Teacher Name _____

School _____

1. Major Function: Management of Instructional Time ☐ ☐ ☐ ☐ ☐ ☐

   1.1 Teacher has materials, supplies and equipment ready at the start of the lesson or instructional activity.

   1.2 Teacher gets the class started quickly.

   1.3 Teacher gets students on task quickly at the beginning of each lesson or instructional activity.

   1.4 Teacher maintains a high level of student time-on-task.

   Comments _____

   _____

   _____

   _____

2. Major Function: Management of Student Behavior ☐ ☐ ☐ ☐ ☐ ☐

   2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.

   2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole-class instruction, small group instruction, etc.

   2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.

   2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.

Rating Scale
(Please Check)

| Superior | Well Above Standard | Above Standard | At Standard | Below Standard | Unsatisfactory |
|---|---|---|---|---|---|

2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

Comments _____

_____

_____

_____

3. Major Function: Instructional Presentation ☐ ☐ ☐ ☐ ☐ ☐

3.1 Teacher begins lesson or instructional activity with a review of previous material.

3.2 Teacher introduces the lesson or instructional activity and specifies learning objectives when appropriate.

3.3 Teacher speaks fluently and precisely.

3.4 Teacher presents the lesson or instructional activity using concepts and language understandable to the students.

3.5 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.

3.6 Teacher assigns tasks that students handle with a high rate of success.

3.7 Teacher asks appropriate levels of questions that students handle with a high rate of success.

3.8 Teacher conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.

3.9 Teacher makes transitions between lessons and between instructional activities within lessons efficiently and smoothly.

Rating Scale
(Please Check)

| Superior | Well Above Standard | Above Standard | At Standard | Below Standard | Unsatisfactory |
|---|---|---|---|---|---|

3.10 Teacher makes sure that the assignment is clear.

3.11 Teacher summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

Comments _____

_____

_____

_____

4. Major Function: Instructional Monitoring of Student Performance ☐☐☐☐☐☐

4.1 Teacher maintains clear, firm and reasonable work standards and due dates.

4.2 Teacher circulates during classwork to check all students'performance.

4.3 Teacher routinely uses oral, written, and other work products to check student progress.

4.4 Teacher poses questions clearly and one at a time.

Comments _____

_____

_____

_____

5. Major Function: Instructional Feedback ☐☐☐☐☐☐

5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.

Rating Scale
(Please Check)

| Superior | Well Above Standard | Above Standard | At Standard | Below Standard | Unsatisfactory |
|---|---|---|---|---|---|

5.2 Teacher regularly provides prompt feedback on assigned out-of-class work.

5.3 Teacher affirms a correct oral response appropriately, and moves on.

5.4 Teacher provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.

Comments _____

_____

_____

_____

6. Major Function: Facilitating Instruction ☐☐☐☐☐☐

6.1 Teacher has an instructional plan which is compatible with the school and system-wide curricular goals.

6.2 Teacher uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks.

6.3 Teacher maintains accurate records to document student performance.

6.4 Teacher has instructional plan that matches/aligns objectives, learning strategies, assessment and student needs at the appropriate level of difficulty.

6.5 Teacher uses available human and material resources to support the instructional program.

Rating Scale
(Please Check)

| Superior | Well Above Standard | Above Standard | At Standard | Below Standard | Unsatisfactory |
|---|---|---|---|---|---|

Comments _____

_____

_____

_____

7. Major Function: Communicating Within The Educational Environment ☐☐☐☐☐☐

7.1 Teacher treats all students in a fair and equitable manner.

7.2 Teacher interacts effectively with students, co-workers, parents, and community.

Comments _____

_____

_____

_____

8. Major Function: Performing Non-Instructional Duties ☐☐☐☐☐☐

8.1 Teacher carries out non-instructional duties as assigned and/or as need is perceived.

8.2 Teacher adheres to established laws, policies, rules, and regulations.

8.3 Teacher follows a plan for professional development and demonstrates evidence of growth.

Comments _____

_____

_____

_____

Evaluator's Summary Comments _____

_____

_____

_____

Teacher's Reactions to Evaluation _____

_____

_____

_____

_____

_____ _____

Evaluator's signature and date Teacher's signature and date

Signature indicates that the written evaluation has been seen and discussed.

16 NCAC 2H.0608; LEVELS OF CERTIFICATES; has been amended by adding sections (3), (4) and (5) as follows:

(3) INITIAL CERTIFICATE REQUIREMENTS

(a) Initial certification extends preservice education into the first two years of actual employment to assure the ability of practicing professionals on an independent basis to meet established performance criteria prior to the award of a continuing certificate. The following conditions shall apply:

(i) The initial certificate shall be issued to a person who meets certification requirements.

(ii) The initial certificate will also be issued to a person completing requirements for certification in a new service area such as administration.

(iii) The initial certificate shall be valid for a maximum of two years and meets the legal requirements for employment. Should the holder not secure acceptable employment during the period of validity application must be made to the Division of Certification for extension of the initial certificate. Extension may be granted for up to two years provided five years have not elapsed from the date of qualification as determined by the dating and/or renewal requirements contained in NCAC 2H.0203(c)(2) and 2H.0207.

(iv) For purposes of meeting the performance requirements to convert an initial certificate to a continuing certificate through the Initial Certification Program, a year shall be defined as not less than six (6) successive calendar months of full time employment in one local public school unit or non-public school with an approved program plan.

(v) Initially certified employees who become employed by a different local public school system after completing one year of participation in the Program for Initially Certified Personnel will have their portfolios forwarded to the system of current employment for their second year of participation in the program.

(vi) The initial certificate shall become null and void after two years of unsuccessful experience and will not be extended; provided, however, that such a certificate holder may return to an approved teacher education program to correct deficiencies and receive a new initial certificate for employment and again try to meet the performance requirement.

(b) In order for an initial certificate to be converted to a continuing certificate, the holder of an initial certificate must:

(i) serve two years with a local board of education which has a comprehensive program plan for initially certified personnel which meets criteria established by the State Board of Education and is approved by the State Board;

(ii) meet the performance criteria established by the State Board of Education for conversion of an initial certificate to a continuing certificate and receive the recommendation of the locally designated official by which employed.

(4.) CRITERIA AND PROCEDURES FOR DEVELOPMENT AND APPROVAL OF COMPREHENSIVE PLANS FOR INITIALLY CERTIFIED PERSONNEL.

(a) Each local board of education shall develop a comprehensive program plan for initially certified personnel and present that plan to the Department of Public Instruction no later than August 30, 1985. Non-public schools which have a state-approved staff development program are eligible to submit a plan for approval. Each plan must meet the following criteria:

(i) describes adequate provisions for efficient management of the program;

(ii) provides for formal orientation for initially certified personnel describing available services, training opportunities and the process for achieving a continuing certificate;

(iii) provides for the assignment of a mentor or support team, as determined by the LEA based on need(s), for each initially certified person, to provide guidance, counsel and promote assimilation into the profession;

(iv) in cases where the LEA deems a mentor to be the appropriate support person, the principal or his/her designee shall share the responsibility for providing the support;

(v) the support team for each initially certified teacher shall include a career status teacher, the principal or his/her designee, and a generalist or a specialist in curriculum/instruction which may include but is not limited to an IHE member or central office supervisor/ administrator;

(vi) provides for conducting a minimum of three observations per year, the first of which must be for at least one period or instructional activity, preceeded by a pre-conference and followed by a post-conference. The others may be unannounced but must be for at least one period or instructional activity and be followed by a post-conference to give appropriate feedback. All observations of teachers will be done by persons trained in the use of the first five function areas of the performance appraisal instrument for teachers; the first observation to occur prior to October 30, the second observation to occur between October 30 and January 15, and the third observation to occur after January 15;

(vii) provides for the preparation of an individualized professional development plan for each initially certified person which identifies goals, strategies and progress toward improving professional skills;

(viii) provides for a structure to identify and deliver services and technical assistance needed by initially certified personnel;

(ix) provides for maintenance of a cumulative portfolio containing the professional development plan and official documentation of performance in the first five function areas of the performance appraisal instrument;

(x) assures that the program plan was developed in collaboration with institution(s) of higher education having approved teacher education programs and describes their continuous involvement with the program;

(xi) describes a plan for the systematic evaluation of the program to assure program quality, effectiveness, and efficient management;

(xii) designates a person to verify successful completion of the two-year initially certified program and make recommendations regarding continuing certification, such recommendations to be accompanied by written justification;

(xiii) documents that the local board of education has adopted the plan.

(b) Program administration is delegated to the Division of Accreditation and Program Approval in the Department of Public Instruction.

(c) The Division of Accreditation and Program Approval will review each plan submitted and determine whether the plan meets the criteria specified in 2H.0608(4)(a) above no later than October 15, 1985. The Division of Accreditation and Program Approval will recommend the approval or disapproval of each plan to the State Board of Education at its first meeting following October 15.

(d) In the event the State Board disapproves any plan, it shall specify changes which must be made in the plan and specify the date by which such changes will be accomplished. The local board of education will implement those changes by the date specified by the State Board.

(e) Approval of plans by the State Board is on a continuing basis, but each local board of education shall file an annual report with the Division of Accreditation and Program Approval. The contents of the report shall be prescribed by the Division of Accreditation and Program Approval. The Division will forward an annual report to the State Evaluation Committee on Teacher Education and the State Board of Education.

(f) In the event the Division of Accreditation and Program Approval determines that a plan no longer meets the criteria established in 2H.0604(a) above, or that a plan is not being implemented in accordance with those criteria, the Division will immediately report such deficiencies to the State Board.

(g) The State Board shall review reports of deficiencies from the Division of Accreditation and Program Approval and direct the local board of education to implement any necessary changes in its plan and specify the date by which such changes must be implemented. The local board will comply with the State Board's directions.

(5.) CRITERIA AND PROCEDURES TO BE MET BY CANDIDATES FOR CONVERSION OF AN INITIAL CERTIFICATE TO A CONTINUING CERTIFICATE.

(a) No later than April 15 of the second year of employment of the holder of an initial certificate, the locally designated official shall; determine whether the employee will be recommended for conversion to a continuing certificate. This determination shall be made upon the basis of the information contained in the individual's cumulative portfolio. In no event shall the locally designated official recommend the conversion of an initial certificate to a continuing certificate for any individual who has not received a rating of "at standard" or higher on each of the first five function areas of the performance appraisal instrument on the final observation prior to April 15 of the second year of employment.

(b) The recommendation for conversion of an initial certificate to a continuing certificate shall be made on a form prescribed by the Division of Certification. The Division will review each recommendation to determine whether the person recommended has in fact achieved a rating of "at standard" or higher on each of the first five function areas of the performance appraisal instrument. If the person recommended has achieved the required rating level the recommendation of the locally designated official will be approved. If the person recommended has not received the required rating level, the recommendation of the locally designated official will be disapproved.

(c) Any teacher not recommended by the locally designated official for conversion from an initial to a continuing certificate may have that recommendation reviewed in accordance with G.S.115C-45(c).

History Note: Statutory Authority G.S. 115C-295; 115C-296; 115C-298; 115C-309;
Eff. November 1, 1983;
Amended Eff. July 1, 1985.

5/85

INITIAL CERTIFICATION PROGRAM
LEA/IHE WORKSHEET
FOR PROGRAM IMPLEMENTATION
SPECIFIC OBJECTIVES, STRATEGIES, AND FORMATIVE EVALUATION PLAN

FORM C

LEA _____ DATE _____

| OBJECTIVES, STRATEGIES | RESPONSIBILITY | RESOURCES | TIME REQUIRED | EVENT SCHEDULE 1985 J | A | S | O | N | D | 1986 J | F | M | A | M | J | 1986-1987 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | |

# DIRECTIONS FOR USE OF PROFESSIONAL DEVELOPMENT PLAN FORM (PDP-1)

1. Fill in identifying data on employee.
2. Record date.
3. Check appropriate MAJOR FUNCTION. If OTHER is checked, explain briefly.
4. Write the GOAL of the Professional Development Plan. A GOAL is a concise statement of what is to be accomplished and should reflect a MAJOR FUNCTION.
5. Record CRITICAL PRACTICE(S) and/or STRENGTHS, subheadings on the Performance Appraisal Instrument. If OTHER is checked, develop appropriate CRITICAL PRACTICE(S) and/or STRENGTHS.
6. List the STRATEGIES, the sequenced steps of the plan to accomplish the goal.
7. List the evidences and complete the techniques which will be used to assess the extent to which the activities have been accomplished.
8. List the RESOURCES (i.e., the people, funds, materials, or time) needed to accomplish each step.
9. Indicate the TARGET DATES, the estimated time of completion for each step.
10. Sign and date the form and have the employee sign and date the form indicating that the plan has been reviewed.
11. Record the completion date on the date each activity is actually completed.
12. Check the appropriate box indicating the extent to which the plan has been successfully achieved.
    a. Check FULLY ACCOMPLISHED when the plan is carried out as agreed.
    b. Check PARTIALLY ACCOMPLISHED when the plan is carried out only in part. Indicate a REASON.
    c. Check NOT ACCOMPLISHED when the plan is not carried out at all. Indicate a REASON.
13. Allow employee to complete section, EMPLOYEE'S COMMENTS, if desired.
14. Sign and date the form and have the employee sign and date the form indicating the final review of the plan.

# PROFESSIONAL DEVELOPMENT PLAN

Name _____ Position/Subject Area _____ School _____

Certification: _____ Initial _____ Continuing Expiration Date of Certificate _____ Date of Professional Development Plan _____

Major Functions:
- ☐ I. Management of Instructional Time
- ☐ II. Management of Student Behavior
- ☐ III. Instructional Presentation
- ☐ IV. Instructional Monitoring
- ☐ V. Instructional Feedback
- ☐ VI. Facilitating Instruction
- ☐ VII. Interacting Within Educational Environment
- ☐ VIII. Performing Non-Instructional Duties
- ☐ Other _____

Goal(s):

| Practices and/or Strengths | Activities (Strategies) | Evidence of Completion | Resources | Target Date | Completion Date |
|---|---|---|---|---|---|
| | | | | | |

ACCOMPLISHMENT Date
- ☐ Fully Accomplished _____
- ☐ Partially Accomplished _____
- ☐ Not Accomplished _____

REASON

SUPERVISOR'S COMMENTS:

EMPLOYEE'S COMMENTS

| SIGNATURES | SUPERVISOR'S SIGNATURE | DATE | EMPLOYEE'S SIGNATURE | DATE |
|---|---|---|---|---|
| Initial Conference | | | | |
| | | | | |
| | | | | |
| Review - | | | | |
| Review - | | | | |
| Review - | | | | |

*If employee has initial certification, mentor and/or support team members should also sign.

# PROFESSIONAL DEVELOPMENT PLAN

Name Jane Doe  Position/Subject Area 11th Grade Science  School Triangle Area High

Certification: X Initial ____ Continuing  Expiration Date of Certificate ____  Date of Professional Development Plan 1/28/86

Major Functions:
- ☐ I. Management of Instructional Time
- ☐ II. Management of Student Behavior
- ☒ III. Instructional Presentation
- ☐ IV. Instructional Monitoring
- ☐ V. Instructional Feedback
- ☐ Facilitating Instruction
- ☐ VII. Interacting Within Educational Environment
- ☐ VIII. Performing Non-Instructional Duties
- ☐ Other ____

Goal(s): Improve instructional presentation by concluding the lesson with a review or summary.

| Practices and/or Strengths | Activities (Strategies) | Evidence of Completion | Resources | Target Date | Completion Date |
|---|---|---|---|---|---|
| 3.11 Summarizes the main points of the lesson at the end of the instructional activity. | 1. Secure and review literature on bringing closure to lessons as described in effective teaching research.<br>2. Discuss situation with mentor teacher.<br>3. Observe mentor teacher during entire instructional period with special attention given to lesson closure.<br>4. Demonstrate effectively bringing closure to a lesson. | 1. Dialogue with principal.<br>2. Conference between principal and mentor teacher.<br>3. Notification to principal.<br>4. Observation of principal. | 1. School Professional Library<br>2. Mentor teacher<br>3. Arrangement with mentor teacher<br>4. Scheduled time | 1/31/86<br>1/31/86<br>2/14/86<br>2/21/86 | |

ACCOMPLISHMENT: Date
- ☐ Fully Accomplished ____
- ☐ Partially Accomplished ____
- ☐ Not Accomplished ____

REASON:

SUPERVISOR'S COMMENTS:

EMPLOYEE'S COMMENTS

| SIGNATURES: | SUPERVISOR'S SIGNATURE | DATE | EMPLOYEE'S SIGNATURE | DATE |
|---|---|---|---|---|
| Initial Conference | Bill Supervisor | 1/28/86 | Jane Doe | 1/28/86 |
| | | | | |
| | | | | |
| Review - | | | | |
| Review - | | | | |
| Review - | | | | |

*If employee has initial certification, mentor and/or support team members should also sign.





BEST COPY AVAILABLE